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ABSTRACT

The program of this pilot project, run from July 7 to August 15, 1968, included the following: testing participant children before and after the project, in both their native language and English; classifying each child into groups for remedial speech and English as a second language; testing of existing materials available from sources recommended by consultants from Montclair State College, to determine which materials and teaching techniques are most effective for future incorporation into the school system; orientation of the child to the community he now lives in; scheduled prepared visits to civic centers; participation in the regularly scheduled Inter-City Committee for Action Day Camp activities; and, the integration of activities in the Spanish language and culture into the program. Some 240 elementary students from schools with a large Spanish enrollment and located in the Model Cities area were selected according to need for the program's services. The overall program effects are considered most adequately summarized by the program teachers' evaluations: the program was considered highly beneficial. (JM)

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THE COMPLETE INCCA REPORT

A BI-LINGUAL PILOT PROJECT FOR FOREIGN SPEAKING CHILDREN
WITH LANGUAGE AND CULTURAL CONFLICTS
TO EVALUATE PRESENT TEACHING METHODS AND MATERIALS
UNDER A CONTROLLED EDUCATIONAL SITUATION



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PATERSON, NEW JERSEY 07501



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PATERSON MODEL CITIES AGENCY
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THE STATE DEPARTMENT OF COMMUNITY AFFAIRS

July 7 – August 15, 1969

COMPLETE REPORT ON THE INCCA BI-LINGUAL PILOT PROJECT

Introduction

The restoration of life to a faltering being, whether by transfusion or transplantation, stimulates and excites the imagination of all humans. When an experiment in the educational field can restore life and hope to faltering minds, hindered by language and emotional conflicts, a beautiful, warm sense of satisfaction is, likewise experienced.

The INCCA Bi-Lingual Pilot Project described in this report lasted only six weeks in duration, but involved months of research and planning. No one expected miracles in such a short time, nor are the results indicated by this report entirely satisfactory, but all personally involved were positively affected, the planners, teachers, parents and children.

The bridge to better understanding begun by this project to assist the child in conflict must be extended and reinforced. Above all, others must not lack the courage to travel over this same bridge to venture towards further discoveries.

Background and History of INCCA Organization

Early in February, 1967, a group of clergymen decided to organize and mobilize their available resources and physical facilities in order to join with each other good-willed men in combating those circumstances of poverty, characteristic of the inner-city, by whatever social action deemed likely to succeed. Soon the seed of need spread, and thirty-five religious men began gathering each Monday to form what was to be known as the INNER-CITY COMMITTEE FOR ACTION or I.N.C.C.A.

Each member represented a segment of the disadvantaged area, and each was known in his own community. Ideas began to spring up to help Paterson and fellowmen enjoy a more fruitful life in the inner city.

DAY CAMP CENTERS for 2,000-3,000 children between the ages of 7 and 14 slowly solidified. Ten Centers within the designated "Inner-City" area were selected, and each center was to embrace two or more churches, sites and recreational areas. An average of 200 children per center, all day activities, buses, lunches, swimming pools, and other items and functions were included.

Later that year, financial help was sought through the Chamber of Commerce and other civic groups. No government money could be confirmed or depended upon. Civic reaction was spontaneous because this was "grass-root" and non-political from either the White or Black camp. It was inter-faith, inter-racial, and absolutely free of political pressures. A new breath stirred among the average citizen, and some 250 firms and people donated from \$1 to \$10,000 to sponsor children at the estimated cost of \$7 a week per child. Nearly \$100,000 was collected through gifts or grants with the assistance of newspapers, civic groups, churches, and other sources.

Programs were devised to make the inner-city more appealing to the child trapped within its walls for the summer. Long trips to Shephards Lake and shore resorts were arranged with assistance of the State and County governments; Garrett Mountain was designated an INCCA area for nearly 1,000 children daily. Inner-City churches and centers carried another 800 for daily classes, art-crafts, local hikes, sports, music, culture, etc.

The success of the Day Camp program for the summers of 1967, 1968 and 1969 was borne out by the fact that the total number of children participating each summer averaged 2,446, and the daily attendance was 1,981.



Rationale for a Pilot Project

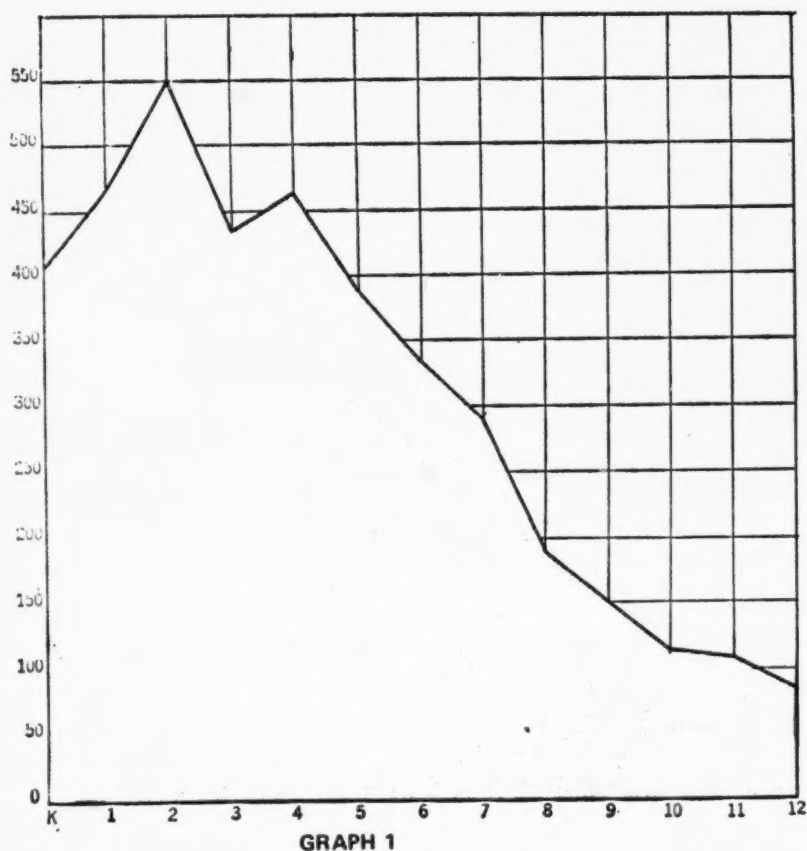
After an in-depth study of the program, the INCCA Board of Directors discovered that the number of Spanish-speaking children participating at the beginning of the summer was about 30% of the total, but toward the second and third week, each year the number declined to about 5% of the total.



Our investigations disclosed that, although our programs were balanced and attractive, the specific educational and cultural needs of the Spanish-speaking child were not emphasized sufficiently. The Spanish parent, from fear and family ties, holds back his child if the program is not proportionately Spanish centered. The same conditions, as noted by our Board of Directors, have been found in the Summer Programs sponsored by the City of Paterson Board of Education. The Spanish child does not respond to the existing programs and must be given some specific consideration for his deficiencies, especially in the areas of speech, education and culture.

Some 3,964 Spanish-speaking children attend Paterson's public grammar and high schools, not including private and parochial schools. Of this amount, 3,494 are presently enrolled in the public grammar schools. The relatively small amount of 470 Spanish-speaking high school students and the insignificant amount of high school graduates, (only 73) indicates an alarming drop-out rate which starts at the grammar school level (cf. graph 1 below). An even more alarming factor is indicated by the September, 1969 registration of new students arriving from foreign Spanish-speaking countries which amounted to 936!

The 1969 Signes Report developed by the Paterson Board of Education showed that there are presently 1,719 students in the public school system who do not know English well enough to understand what is being taught. 1,527 of these children are Spanish-speaking and lack sufficient proficiency in English to "make significant academic progress in the regular classroom," or 40% of total number of Spanish-speaking children. Sociologists indicate this figure would be constant in and comparable to other congested urban areas.



The INCCA Board of Directors assigned a special Education Committee to investigate in-depth what assistance INCCA could offer to better understand the Spanish-speaking child who apparently was dropping out of the normal social-recreational programs being offered by various agencies but also dropping out emotionally and physically from school.

After a thorough investigation carried on with local agencies dealing with the Spanish-speaking child, such as the MULTI-LINGUAL CENTER, the Paterson Board of Education, teachers, reading specialists, English as a Second Language teachers, etc., it gradually became evident that INCCA had a mandate to build bridges of better understanding to determine why 82% of the Spanish-speaking children were not reaching their potential in education and social-recreational programs.

Teachers of English as a Second Language all spoke of deep frustration with existing materials, high absenteeism of students, boredom, teacher prejudice hindering the child, the tremendous numbers of children needing special help and the confusion caused by children constantly traveling back and forth from Puerto Rico. The picture was discouraging and no one, no one seemed to have any answers, nor was there any optimism about even having the children show up for any experimentation designed to find out what was wrong with the child and the system.

Groups of Spanish organizations heard of the aims of INCCA for a special project to carry on such an investigation. Money was donated by the Spanish community and assistance was offered. Professional teachers, psychologists, consultants were interviewed to offer guidance and advice. ALL agreed that a bi-lingual project geared to test the child in both English and Spanish, as well as psychologically, was paramount to know the actual potential of the child. Teaching materials were available from some publishers but no true, objective evaluation of these materials could be found. There was much to be learned and it had to be accomplished in just six weeks!

Proposal Presented

The final INCCA PILOT PROJECT proposal was completed and submitted to several scrutinies of the Model Cities Agency committees. Final presentation brought up a difficult and dangerous question. What reaction would the Black dominated board of Model Cities have to a proposal attempting to investigate the educational needs of the Spanish-speaking child when their own children were suffering from parallel and similar learning conflicts? The Model Cities Board reacted with a wholehearted endorsement of the program. Their mature reaction was a great consolation to those who had worked so long on the presentation. The unanimous consensus was that "if the Spanish-speaking child can be helped in this program, then it will automatically help our children who are in the same classes being hindered by their inability to understand."

The Model Cities Agency of Paterson, with the cooperation of the New Jersey State Department of Community Affairs, finally granted the INNER-CITY COMMITTEE FOR ACTION \$26,000 for a six week project to run from July 7 to August 15, 1969 which would include one week orientation and six weeks of school.

<u>Position</u>	<u>Cost per week</u>	<u>Cost for for 7 weeks</u>
Directress	\$175.00	\$ 1,225.00
25 Bi-lingual teachers	125.00	21,875.00
Janitorial Service (part time)	75.00	525.00
Food Expeditor (part time)	75.00	525.00
Administrative secretary (full time)	100.00	700.00
Office materials (paper supplies, etc.)	25.00	150.00
Textbooks and tests	25.00	150.00
Consultors (donated by Montclair State College)		
<u>TOTAL</u>		\$26,000.00

Goals of the Pilot Project

A. EDUCATIONAL

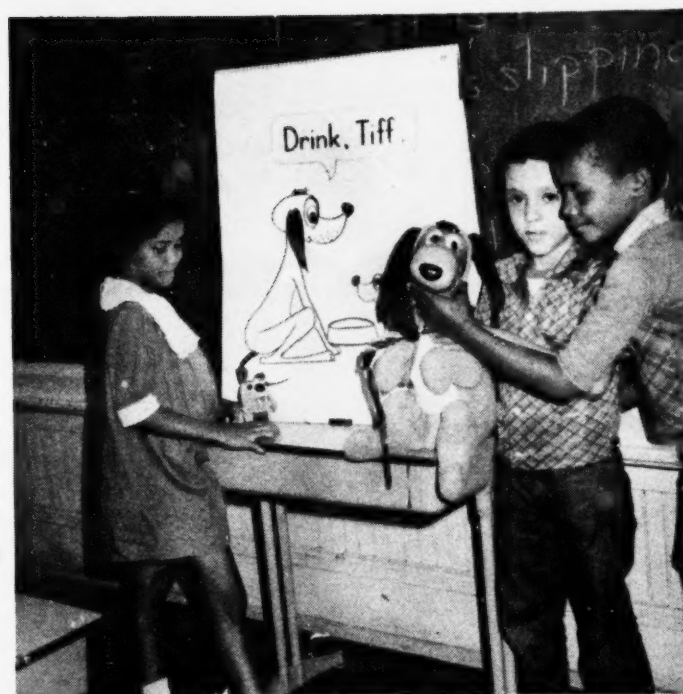
1. Testing of the child before and after the project, in both his native language and English.
2. Classification of the child into groups for remedial speech and English as a second language.
3. Testing of existing materials available from Ginn and Co., Regents Publishing Co., American Book Co., and other sources recommended by consultants from Montclair State College, to determine which materials and teaching techniques are most effective for future incorporation into our school system.

B. SOCIAL

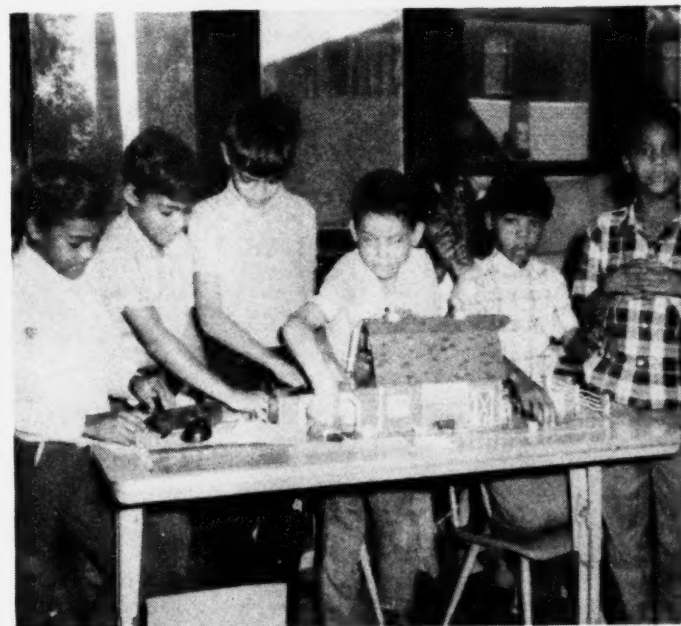
1. Orientation of the child to the community he lives in.
2. Scheduled prepared visits to civic components which influence his life to develop his security in this new environment, and his personal awareness of his own potential.

C. RECREATIONAL

1. Participation in the regularly scheduled INCCA Day Camp activities, utilizing staff and materials by mingling with the 2,000 children at the 10 INCCA centers.



The use of bi-lingual techniques stimulates and vivifies the child's imagination and maintains his attention.



Prior to a visit to a farm, children construct the scene in order to learn English vocabulary for familiar objects.

D. CULTURAL

1. Interwoven into the program will be activities in the Spanish language and culture through music, drama, dance, and arts, to eliminate the child's defensive attitude to his native culture in his new environment.

Basis for Student Selection

Some 240 elementary students from Schools #11 and #15 with a large Spanish enrollment and located in Model Cities area, were carefully selected through the cooperation of the Board of Education on the basis of the following characteristics:

Language retardation
 Lack of experience needed for academic learning
 Inability to postpone immediate satisfaction for longer term goals
 Aggressive behavior
 Lack of time concept
 Tendency to be slow in learning and a need to pursue one idea at a time
 Inability to generalize
 Social dialects that strongly differ in structure and style
 Lack of self-concept
 Feeling of rejection by society

home visitations slightly exceeded two hundred. However, as people learned of the program through relatives and friends, the enrollment increased to two-forty by the beginning of the first week. The desire of the parents for a program of this type was extremely obvious.

Pilot Project in Operation

A. INVITATION

Perhaps the most important aspect of the total planning was "how" to attract children with a history of conflict in the regular school year to return to a Summer pilot project about which they knew very little. The formula which worked beautifully was to send a formal letter to the parents of each child selected by the New Jersey State Department of Community Affairs to receive a scholarship, known as a "beca" in Spanish. These letters became priceless in the eyes of the parents whose children had been feeling rejected in school during the last year. The letter was followed by the personal visit of a member of the bi-lingual staff to each home. The program was explained in Spanish to the parents, children were met informally, and a warm relationship was begun between staff and students immediately.

B. ORIENTATION OF TEACHERS

During the last week in June, the staff of twenty-five bi-lingual teachers met for an orientation workshop. Part of this time was used to acquaint the teachers with the social, economic, and educational background of the children involved, the neighborhood, the testing materials and the textbooks that were to be used. Representatives from each book company gave demonstrations of how their materials could best be used in a six week program. It was also during this time that the songs, dances and art activities for the entire program were planned, to later culminate in a street fiesta at the end of the program.

The last two days of orientation were spent in making home visitations. The teachers traveled in groups of two, and every home on the list was visited. This part of the program was extremely important and beneficial because it not only gave the teachers the opportunity to see from first hand experience the neighborhoods and homes of the children involved, but also served to develop a good rapport between the school and the home. The parents not only knew they were welcomed at the school, but knew there was someone at the school with whom they could communicate. The initial enrollment after the



First hand experience- children look, touch, understand, then speak in English - "el perro," "si, the dog."



Bi-lingual teacher uses novel methods to relate new words to the child's experience.

C. TEXTS AND TEACHING METHODS

In the area of academic learning, two main subjects were chosen for concentrated effort - Reading and Language in English. One of the main problems was finding adequate materials to accomplish the purpose of the program. Especially in the language area, there was a dearth of material at the elementary level. As a result, in almost every class the approach was extremely flexible with the teacher being as

creative and innovative as possible. Although the program was structured to a certain degree, the teachers were encouraged to move out on their own whenever they felt it best to do so. The keynote was to keep trying until something worked. In all cases, great stress was placed upon making the child feel he could succeed and getting him to experience that learning could be an enjoyable process.

At the Primary level, the Macmillan Bank Street Readiness Program was used in both the areas of Reading and Language as a team teaching approach. The language teacher developed the background for understanding the vocabulary through actual real life experiences and the reading teacher worked with the written symbol in the development of experience stories based on the situations the children encountered in the language program. The stories which were developed centered around the home, the school and the neighborhood. Reinforcement was given through the use of mimeographed materials connected with the program. Both teachers and students thoroughly enjoyed this approach.

The older children used one of two main texts in Reading - the McGraw Hill Sullivan Programmed Reading or the Miami Linguistic Series.

The teachers who worked with the McGraw Hill series did adhere closely to the structure of the program and found the children to be extremely enthusiastic about the books. The idea of instant response to a question was very appealing. Also, the fact that the child did not have to compete with his peers or read orally in front of them contributed to its popularity. A number of children in this group came early in the morning and forfeited recess to continue working in the series.

Unfortunately, due to delivery problems, the Miami series did not arrive until the program was almost half over and the teachers using this method had to improvise until the books arrived. Therefore, it is difficult to give any real evaluation of how this program worked with our children.

In the Language area, English Step by Step With Pictures (Regents) was used with half of the older children. Since this is not specifically geared for children, many of the teachers found it to be lacking in interest and variety of content. It required a great deal of supplementation on the part of the teachers to bring this series to life.

The rest of the children were taught from a Language Kit specifically designed for Reading Readiness, On the Road to Reading, Teaching the Pre-Reading Program (Ginn). However, the teachers who used this method felt it could be applied very well in an aural-oral approach in teaching English as a Second language.

In all the classes English was used whenever possible, however, Spanish was used frequently and whenever needed to enrich the understanding of various situations. Many concepts were explained in both languages to be certain that they were understood.

D. DAILY SCHEDULE

The daily schedule ran as follows:

9:00 - 9:30 Breakfast and oral communication
9:30 - 10:30 Reading or Language
10:30 - 11:00 Recess - Outdoors
11:00 - 12:00 Language or Reading

The language and reading classes were divided into three or four time segments depending on the attention span of the children. Each class spent time on review direct teaching, drill, usually in the form of a game, and individual seat work.

12:00 - 1:00 Lunch - In park

The afternoon involved three rotating periods of music, art, and physical education. During the summer, the children also went on five all day trips to the State Parks in the area.

E. ATTENDANCE:

Whereas in INCCA's 10 recreational type programs throughout the City of Paterson with 2,000 children the participation of the Spanish-speaking child went from 30% to 5%, the child in this special project, which was mostly educational, maintained a remarkable 91% daily attendance for the six week period. Most of the participants had a history of tardiness, absenteeism, and general lack of interest in academic achievement in the City of Paterson. This Special Spanish Component maintained the highest daily average attendance compared to other components including the City's Title I Programs.

The program culminated in a street fiesta where the children sang and danced to native music on a float decorated with hand-made banners and flowers. A piñata which the children had made was strung across the street and was broken with great excitement. The street was filled with parents and neighborhood residents who witnessed the children's pride in their native, as well as their new culture.

F. PARENTS' INTEREST

A program such as this had to be experienced daily to really be appreciated. The parents were constantly kept in touch with the program through letters sent home explaining what was happening and asking for their support. A number of the mothers volunteered to help with the lunch program and aided in the preparations for the fiesta. The parents were also kept informed through a newspaper written by the children which was published three times during the summer.

TEST UTILIZED

On the opening day, the students were divided into classes by age groups. The children remained in these groups for three days while the various tests of general ability were administered in both English and Spanish in order to determine a functioning ability in both languages. The following tests were used:

1. The Inter-American Test of General Ability (Forms AS and BS) Spanish
2. The Inter-American Test of General Ability (Forms CE and DE) English
3. SRA Test of General Ability
4. The Goodenough Harris Draw A Man

Different forms of the test were used at the end of the six weeks to determine growth in various areas.

On the basis of these tests, and through communication with the children, the teachers were able to classify the children into one of the three main groups.

1. Completely non-English speaking
2. Those with a very limited English vocabulary
3. Children who were now fairly fluent in English but who were extremely retarded educationally due to a language barrier at an earlier level.

On the basis of this classification, the children were placed in their new groups. A teacher and an assistant teacher were placed in each class. The presence of the second teacher in the room was a tremendous help because it meant the class could be given individual help.

INTER - AMERICAN TEST OF GENERAL ABILITY - FORMS AS AND BS SPANISH

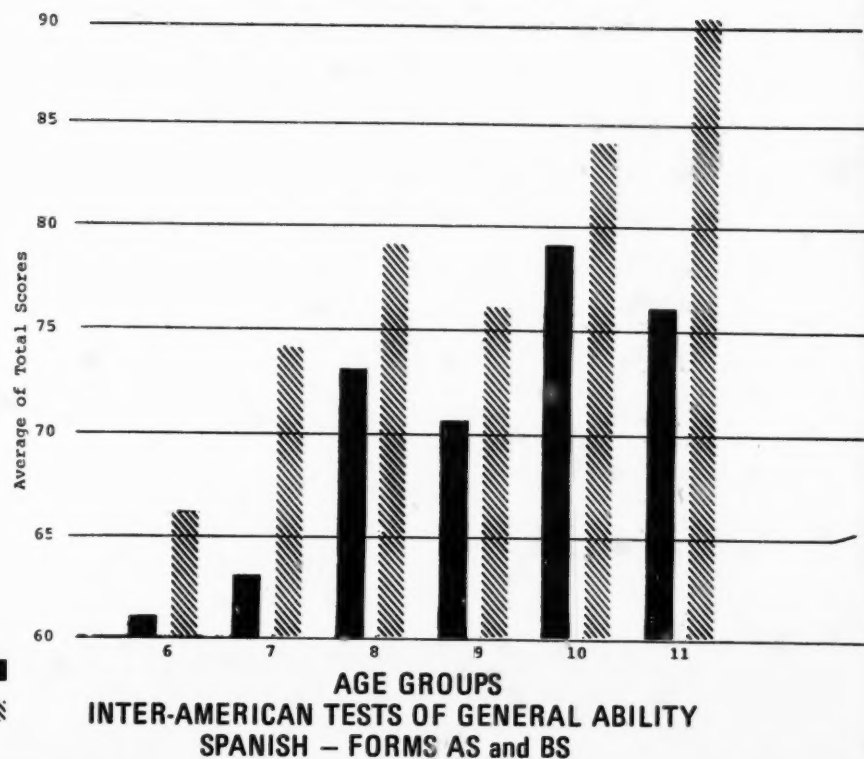
Graph #2 shows, in average score totals, the results on each grade level of the two forms of the test given.

A study of the graph recalls a definite upward shift and notable improvement in all the age groups. This constant growth indicates the child's ability to reach his potential when his own language is used and he is in his native climate. No Spanish was taught as a subject during these weeks and it must be remembered that while the program lasted for six weeks, there were, at most, only four full weeks of teaching. Therefore, while the percentages of growth are small, they are very hopeful signs that with a full year of classes under the same conditions the children would greatly improve.

CONCLUSIONS: The children will arrive at their learning potential more easily in learning situations that use their language and culture.

More intensive classes for a longer period of time would probably produce large significant results.

GRAPH 2



INTER-AMERICAN TESTS OF GENERAL ABILITY - ENGLISH FORMS CE AND DE

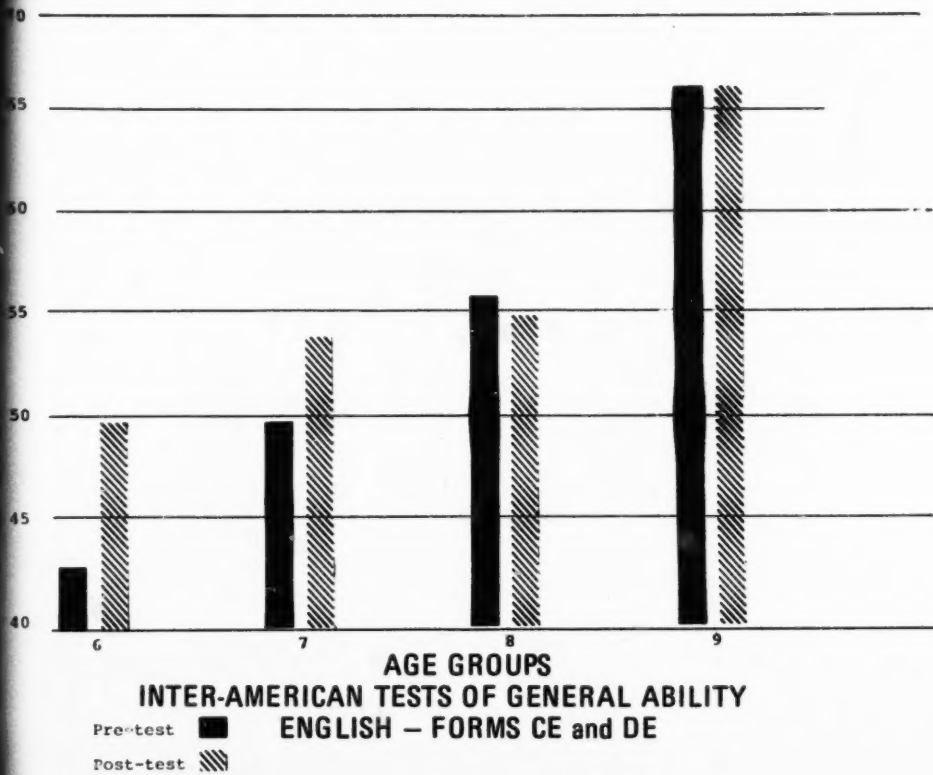
Younger children made the most progress in the interval between English tests. Perhaps this can be explained by the fact that English was still a novelty to them and their ability to absorb at this age was naturally greater.

After 8 years of age there is a definite downward shift. The child's ability to absorb levels off and he arrives at his plateau of learning and does not improve in the new language. No amount of forced education can expand his absorption capacity. The Signes Report Graph on page ___ indicated heavy drop-outs from the school system at about the same age level.

The psychological tests administered as noted on later graphs indicate that the child's ability is handicapped by conflict, social pressures, and family life as he grows older.

Contrasting these poor results in English with the definite upward shift in the Spanish tests, it is evident that the child began to come alive as he heard his native language used in the teaching process, and realized that he could understand. He was eager to respond where he knew he could achieve and no longer played the role of spectator but rather became a participant in the classroom process.

GRAPH 3



CONCLUSIONS

Children 6 and 7 years of age improve greatly in both languages and have the possibility of becoming fluent in each over a protracted period of time.

The child after 8 years of age does not respond noticeably to a new language although better results are shown here than in the regular school system.

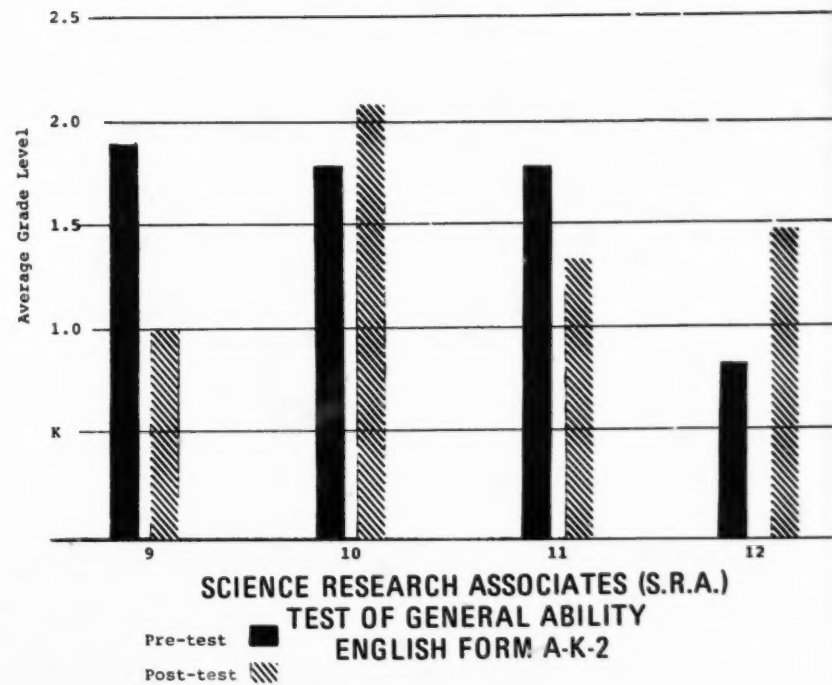
SCIENCE RESEARCH ASSOCIATES -
TEST OF GENERAL ABILITY - ENGLISH FORM A-K-2

The Science Research Associates Test show that out of 240 children the highest average grade level in General Ability in the 9 to 12 year age group is 2.1. This fact alone is reason enough for any amount of new experimentation in the education of the Spanish-speaking child.

The SRA test contains many cultural items with which the young Spanish child would be unfamiliar. It was originally an English culture test which was converted to Spanish to fill a need for testing material. As such, the older the child is and the longer he has lived on the American scene, become factors to be considered in the results.

The results of the bi-lingual approach according to this graph are somewhat un-sure. The 10 to 12 year olds jumped almost a grade, while the 9 and 11 year olds decreased about the same. The greatest improvement was seen in the 12 year olds. At the start of the program 62% of these children were recorded as pre-school on this ability graph. At the end, this was reduced to 17%.

GRAPH 4



PSYCHOLOGICAL TESTS -
GOODENOUGH HARRIS DRAW A MAN

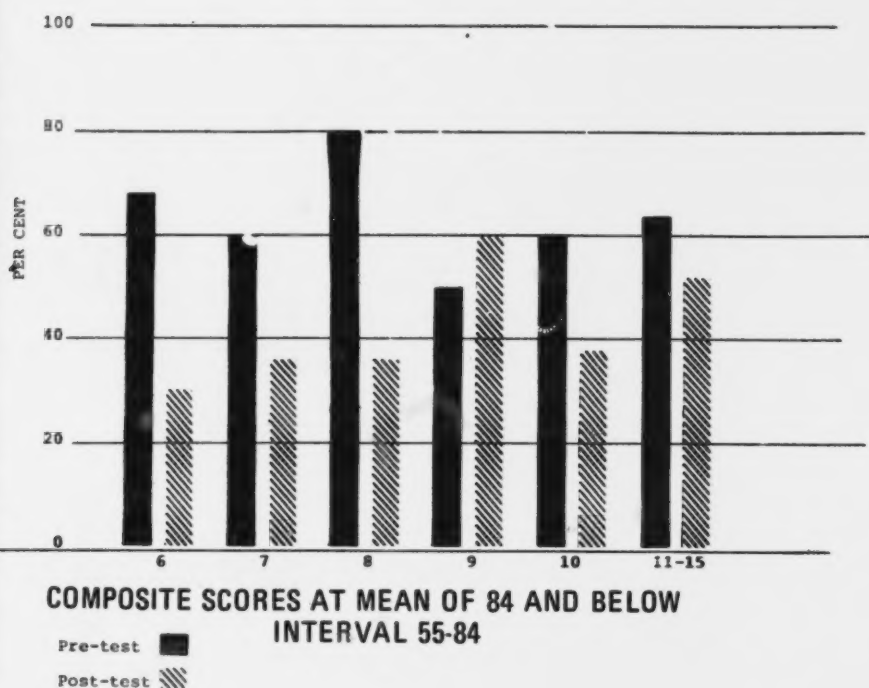
The Goodenough-Harris Drawing Test has been well validated as a quick means of assessing a child's intellectual maturity from the ages of 5 to 10. It is used primarily as a quick sorting method for grouping children into high, average and low intellectual maturity. The contention is made that very little progress, if any, can be noted on a retest after several months with the same child. The results of the INCCA testing program indicate otherwise.

A comparison of Pre and Post testing on graphs 5, 6, 7, and 8 show significant shifts in scores.

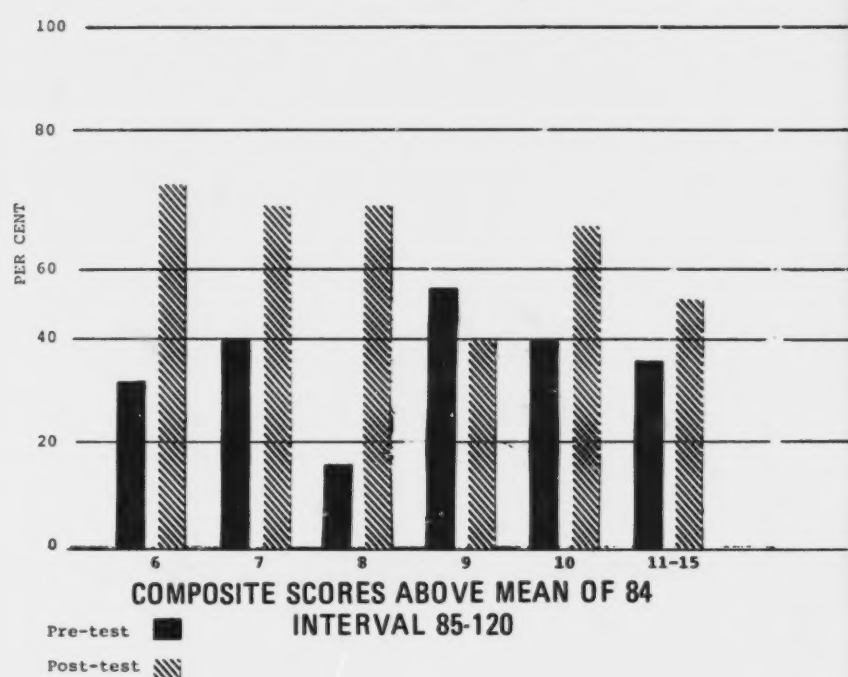
Many prominent psychologists use Human Figure Drawings as a projective technique. Using a very cautious psychological approach the pre test figures showed many badly fragmented life figures, bizarre embellishments, scenes of violence and preoccupation with human sex genitalia. In the post test figures there was a notable decrease in the aforementioned areas. We must deduce that these children found a warm, supportive environment. In a matter of five (5) weeks this began to show its effects in the figure drawings. It would be interesting to see what advances could be made on a long term longitudinal basis.

There are many psychologists who are not in agreement with Goodenough on the fact that there will be no increase in scores on a test - re-test basis. The INCCA program would tend to support the view that children can improve their scores to a notable extent to where the prognosis of intellectual maturity would change from a negative to a positive picture. Since the Goodenough scoring is based on a one year advance in chronological age the INCCA results are notably significant because the advances were made in a period of 5 weeks between test and re-test.

GRAPH 5



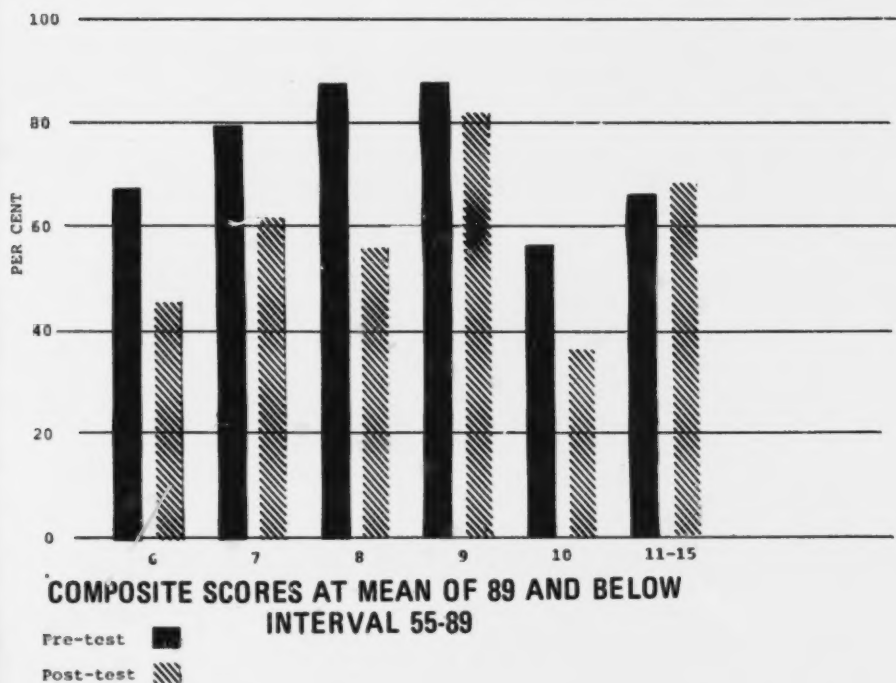
GRAPH 6



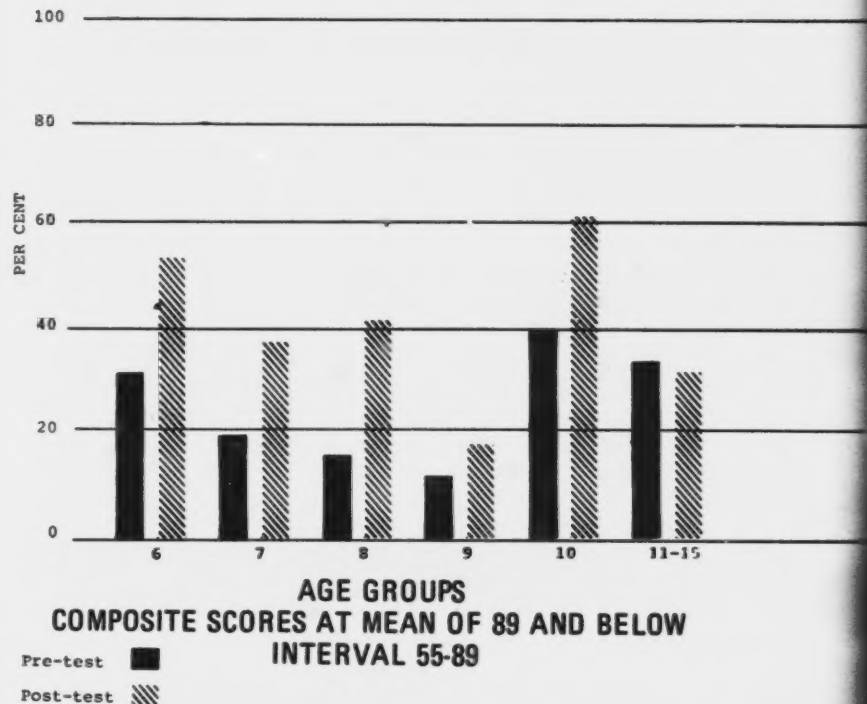
GRAPHS 5 and 6

This is a comparison of the shift in Pre and Post testing at the Mean Score of 84 above and below. Significant decreases in the below 84 Mean Score is noted at all age levels except the 9 year age group. There are significant increases at the above 84 Mean Score, with the exception again of the 9 year age group.

GRAPH 7



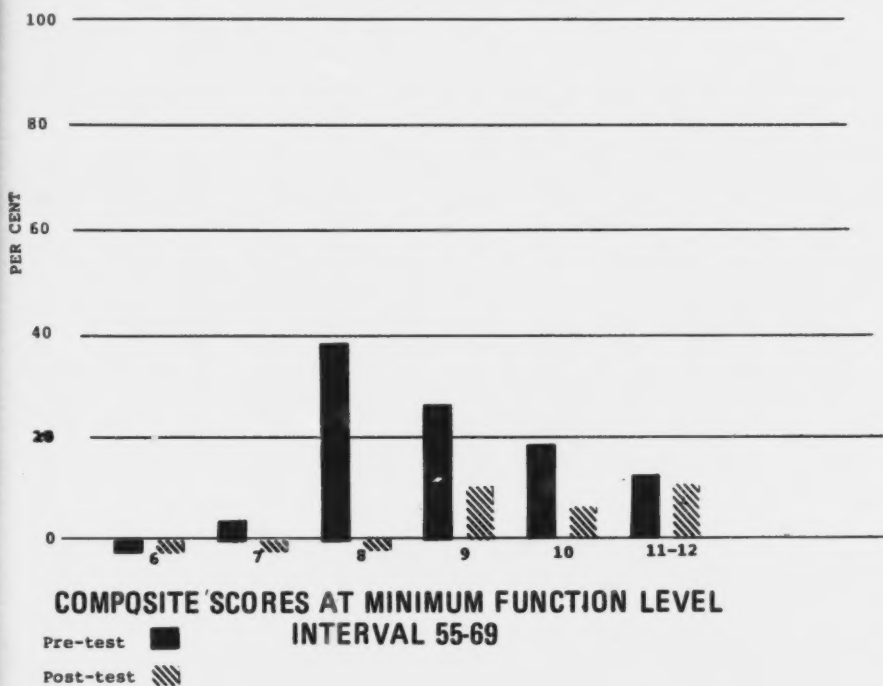
GRAPH 8



GRAPHS 7 and 8

This is a comparison of Pre and Post testing at the Mean Score of 89, above and below. Significant decreases in the below 89 Mean Score are noted at all age levels with the exception of the 11-15 year age group which maintained an almost constant level. (This is in keeping with most psychologists' views that the above 10 year will not show change in scores in a test, retest situation.) Significant increases are noted at all levels in the above 89 Mean Score with the exception of ages 11-15.

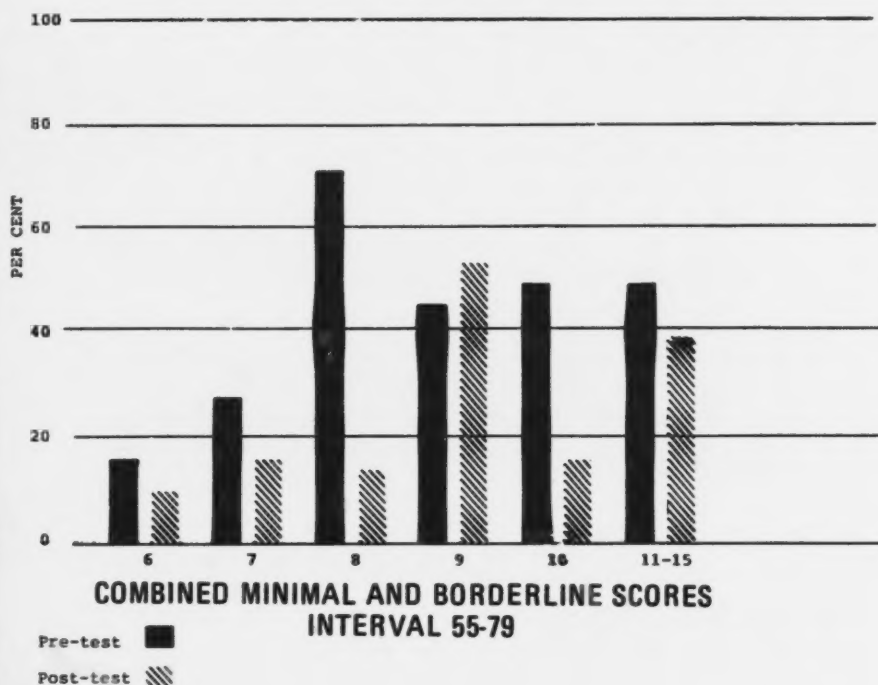
GRAPH 9



GRAPH 9

This is concerned with the scores of children who would be considered poor academic risks at any age level. It is notable that there is a significant decrease in the 8, 9 and 10 year age ranges which showed the highest proportion of these scores. Most notable is the 8 year age group which moved out of this category entirely. Cautious implication would be that these children were turned on by a warm supportive atmosphere.

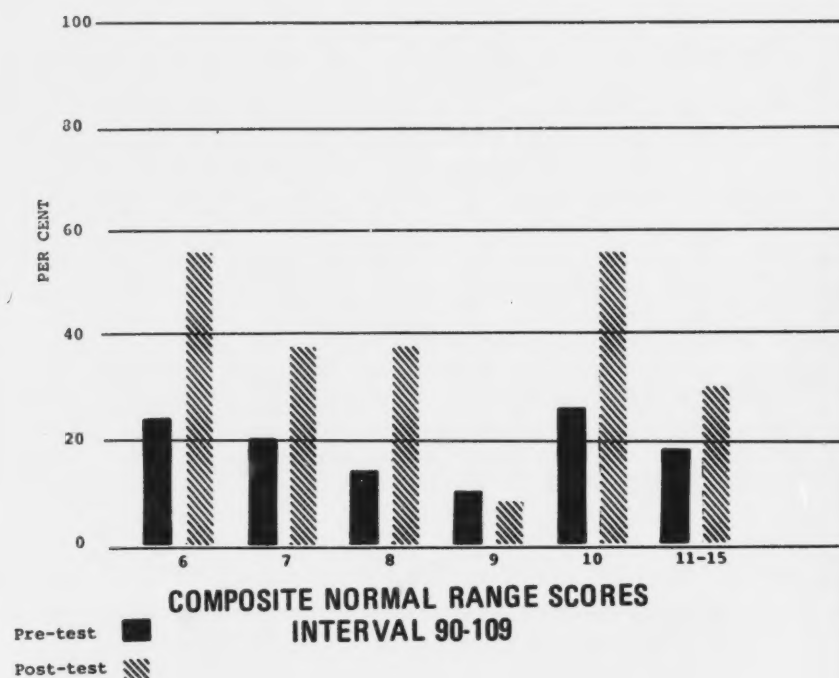
GRAPH 10



GRAPH 10

This is concerned again with the poor academic risk group. The score level was raised from 69 to 79 which still places these children in the doubtful academic promise area. Significant shifts are noted towards a decrease except for the 9 year age range which showed a slight increase. A cautious conclusion might be that the 9 year age group was exposed to a classroom situation which was not responsive to their needs. This group fared poorly in cognitive and objective testing also. The classroom milieu could be the prime suspect areas in this case.

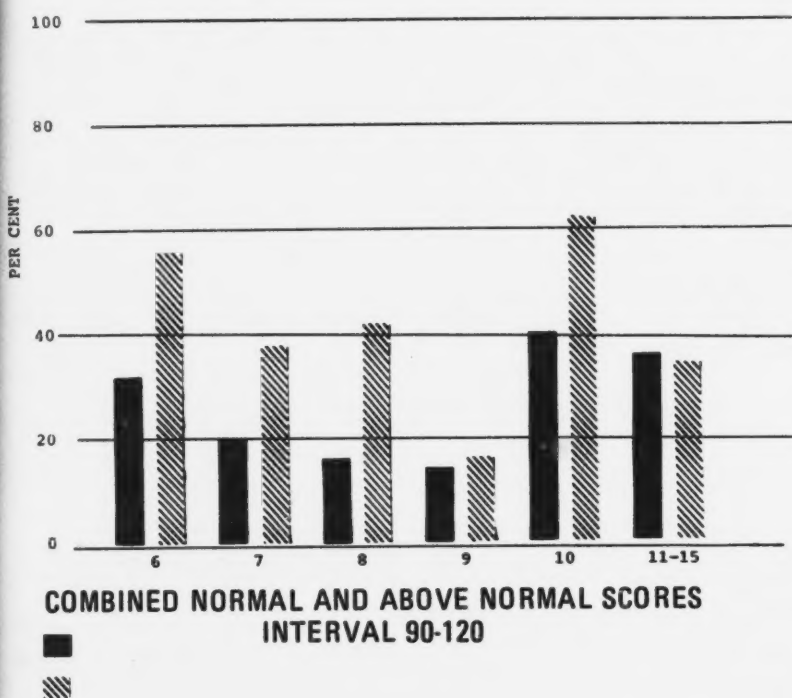
GRAPH 11



GRAPH 11

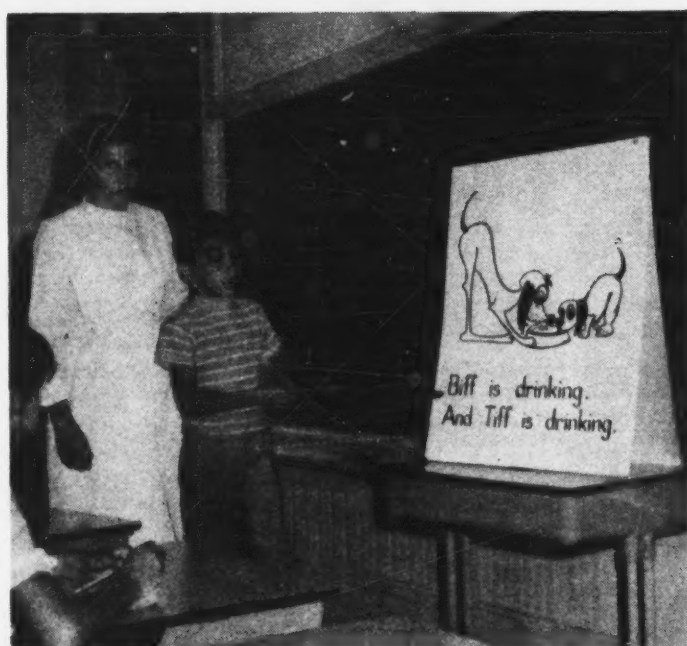
This is concerned with children who are in the average prognosis range. Significant increases are noted in all age groups with the exception again being the 9 year age group. Status quo was maintained in this age range. The continuing poor picture for the 9 year group can only indicate a lack of rapport with the classroom situation.

GRAPH 12



GRAPH 12

This is a combination of normal academic promise children. There are significant increases at all age levels except ages 9 and the 11-15 group. This type of score would be found in a good socio-economic milieu where the children had average to above average exposure to many cultural advantages. The chart is significant in its increases. The 11-15 age group would be expected to remain static and it did. The 9 year age group is again of concern but even here we find a slight increase. In total perspective the 9 year age group showed the least movement, this could indicate a static environment which failed to turn these children on.



Through the use of bi-lingual aids, a child has discovered that he can read and proudly displays his knowledge to both the teacher and the class.

Teachers' Response to the Program

At the end of the sixth week, a short evaluation sheet was given to each teacher. Many of the questions were phrased in such a way to allow the greatest expression of response. The overall reaction was extremely favorable. Where there were suggestions for improvement, the majority responded that they wanted the program to last longer. When asked what was of value in the program, the teachers spotted the warm, comfortable environment, the food program, the good parent-teacher relationship - but most of all, the way the children's attitudes towards school and the teachers changed for the better. The following are actual quotes from their reports:

"Children loved the program from beginning to end, but they seemed to love it more and more each day."

"Children at first were shy and reluctant to participate, they were conscious of their faulty pronunciation. Within six weeks' time they became more vocal - as a class group and individually."

"Children at first were surprised that the teachers spoke Spanish. As a result they were no longer on the defensive... they began enjoying school."

"At the beginning their attention span was so limited - after about two weeks this problem disappeared, and they became eager to learn. At the beginning they seemed uncommunicative and distant but as the program progressed they became warm and friendly and affectionate. They began to believe in themselves because of their experience of success in the learning situation. They began to believe they could read, and so they did."

"Latin children in their own culture are extremely happy, generally cooperative, curious, and imaginative. One would think that they had rediscovered themselves in these six weeks of INCCA."

"Had the program been longer, I feel more English may have been learned. But most importantly, the children have the enthusiasm to learn. They are not lazy and unwilling to learn as they are often depicted, but rather they cannot function in the English language and appear to be that way."

Every teacher's paper concluded with the recommendation that the facts of this INCCA Bi-Lingual Project be used to plead for a year-round bi-lingual school to prepare the non-English speaking child to take his place among his English-speaking peers.

Observations and Conclusions

Observations

1. Very high absenteeism, tardiness and educational retardation is in direct proportion to the emotionally charged social tensions of the ghetto. Where educational systems are not yet able to meet the serious language needs of the foreign-speaking child, the emotional conflicts are aggravated and prevent learning.
2. A teacher not sensitive or prepared for the child with a language conflict was shown by tests to help continue the educational retardation of the child.
3. Present educational trends of Spanish-speaking children in urban areas will produce a generation of severely educationally retarded students:

Eighty-four percent of the 12 year olds tested were not able to function in English at a 3rd grade level.

Ninety-four percent of the 11 year olds tested were not able to function in English above a 3rd grade level.

Eighty-two percent of the 10 year olds were functioning below a 3rd grade level.

Sixty-four percent of the 9 year olds were functioning below a 2nd grade level.

Under a favorable, sustained bi-lingual teaching approach, the educationally retarded child would take at least three years to achieve his age level potential.

4. Nutritional deficiencies evident in the children at the beginning of the program had to be supplemented by a proper diet to improve the attention and response level of the children.
5. Parent participation is essential to the total learning process of the child and this can only be successfully achieved where the parent feels that the child's school is also his school.
6. Proper selection and judicious use of many texts and techniques are imperative on the part of the system and the teacher because of the varied ages and abilities of children with language conflicts.

Conclusions

1. The child with language and cultural conflicts will not progress noticeably in the existing structure of our school system unless his language and background are sufficiently employed by sensitive bi-lingual teachers. In fact, he will regress, reverse and retard the progress of other students in the class who normally would function satisfactorily.

2. Diagnostic tests in the child's native language must be part of the system to measure more adequately the native ability of the child and his concept in his own language before testing or grading in English. Testing in English alone tends to categorize the child and prejudice the teacher against the student. The child must first be aware and proud of his own language and culture with a strong pride in himself before "integration" is possible with other conflicting cultures and traditions.
3. Of the many possibilities of teaching the child with language-cultural conflicts, the bi-lingual school technique for a period of a minimum of three years is judged the most beneficial. Where this is not possible a sufficient portion of the school space and curriculum should be allocated to the child in an ungraded class situation. In both situations his progress is not to be measured by standard classroom techniques, and the teachers should not be under pressure to make this child conform to a grade structure which is impossible and beyond his ability.

Summary

Looking back, the Education Committee, the teachers, parents, and children all agreed it was a summer well-spent. As an experiment, it was successful. Pilot projects are meant to give new life and dimensions to old concepts. It fulfilled all its purposes and attained most of its goals. It bridged the gap between the languages, created a beautiful learning environment for many children who up to this point were frustrated and unwilling to learn, while drawing the parents into its activities. Most of all, it generated hope of the great power that is theirs to awaken life in individuals, as dedicated teachers.

As a fitting conclusion, a formerly difficult child summarized the whole purpose of our program when he handed his teacher his art project which showed a heart under which was written -

"I LOVE SCHOOL BECAUSE MY TEACHER LOVES ME!"



"Fiesta del verano" climaxed the program and proved to all concerned that the summer was a success.



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September 9, 1969

The following abstract of "A Bilingual Experimental Project in Paterson"¹ has a twofold crucial importance: it clearly establishes that the Project was undertaken in full observation of, and congruence with Congressional intents wisely expressed in the Bilingual Education Act of 1967;² and it illustrates the success which derives from the application of the main tenets of the Bilingual Act.

The results of the Pilot Project graphically show that "The child with language and cultural conflicts will not progress noticeably in the existing structure of our school system unless his language and background are sufficiently employed by sensitive bilingual teachers. In fact, he will regress, reverse and retard himself in a classroom which is non-sensitive to his needs." If the criteria which governed the Pilot Project are widely applied, they will furnish a prototype for both educational reform and progress which promise great benefits to the thousands of Spanish-speaking children, and particularly Puerto Rican children, in American mainland schools.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "F. Cordasco".

Francesco Cordasco
Professor of Education

FC:j

¹The Model Cities Division of the State Department of Community Affairs sponsored the bilingual experimental project in the City of Paterson in conjunction with the Educational Committee of INCOA (Inner-City Committee for Action) for a six-week period, from July 7 to August 15.

²The Bilingual Education Act (1967) is an amendment to the Elementary & Secondary Education Act (1965). See F. Cordasco, "The Challenge of the Non-English Speaking Child in American Schools," School & Society (March 30, 1968), pp. 198-201; and F. Cordasco & E. Buccioni, Puerto Rican Children in Mainland Schools: A Source Book for Teachers (New York: Scarecrow Press, 1968).

MEMORANDUM

January 8, 1970

FROM: Robert P. Kroeckel, Acting Director of
Institutional Research

TO: Dr. Edward Ward

SUBJECT: Comments on the INCCA Bi-Lingual Pilot
Project Report

Let me first say that the efforts, interest and concern expended in the programs outlined in the report are more than commendable. The desire to find the materials, teaching procedures and environment most conducive to enabling a Spanish-speaking child to develop to his full potential is laudable.

After studying the graphs of the Inter-American Test of General Ability-Spanish Forms AS and BS and the Inter-American Test of General Ability-English Forms CE and DF, I concur with the conclusions drawn from the Spanish version that if the goal of the development of the child to his full potential is sought, then a bi-lingual system of education should be developed.

In particular, a Spanish child should be taught all academic subject matter in Spanish by a Spanish-speaking teacher with the concurrent teaching of English as a second language. Such a program could be instituted in a city school which is predominantly English with the gradual merging of the Spanish-English curricula. The Spanish-speaking six or seven year old would, upon entering a city school, be placed in a class composed of Spanish children only with a Spanish-speaking teacher. He would remain in the self-contained Spanish class for a period of three years or until that time when it can be ascertained that his understanding of the English language is sufficient to permit him to pursue his studies in classes taught in English rather than Spanish. Such a program might be instituted for grades one through six and would assist the child in his acculturation while he is developing academically in the most critical period of his school career.

The conclusions of the English version of the general ability test, with which I agree, give further evidence for the need of an academic program such as that suggested above if the concern is for the development of the Spanish child's full potential. The Spanish child comes to an English-speaking culture with a culture of his own, is thrust into a foreign environment, is told he must learn a new language while becoming acculturated in his formative years. It is thus not surprising that he becomes frustrated and eventually drops out. The proposal suggested above would also allay the fears of parents that the child's ties to his native culture would immediately be severed and would provide a means whereby parents and child could identify with the school.

RPK:lmc